

Children's Defense Fund

O H I O

THE CRADLE TO PRISON PIPELINE: A PUBLIC HEALTH CRISIS

Presented by Ashon L. McKenzie, Policy Director

Children's Defense Fund

Our Leave No Child
Behind® Mission

To ensure that every child in Ohio has a Healthy Start, a Head Start, a Fair Start, a Safe Start and a Moral Start in life, and successful passage to adulthood with the help of caring families and communities.

Our Work

Research & Data

Policy & Advocacy

Beat the Odds Scholarship

Freedom Schools

Why You're Here

Any Volunteers?

What You'll Get Out of
This
(Learning Objectives)

We'll all be able to ...

- Describe how minority populations in Central Ohio are impacted by disparities in poverty, education, and juvenile delinquency.
- Identify links between the social determinants of health, the determinants of academic success, juvenile involvement, etc.
- Identify upstream and downstream interventions that disrupt the Cradle to Prison Pipeline and create pathways to success for children.

Why I'm Here

Gregory Esparza

-1-

4-27-2014

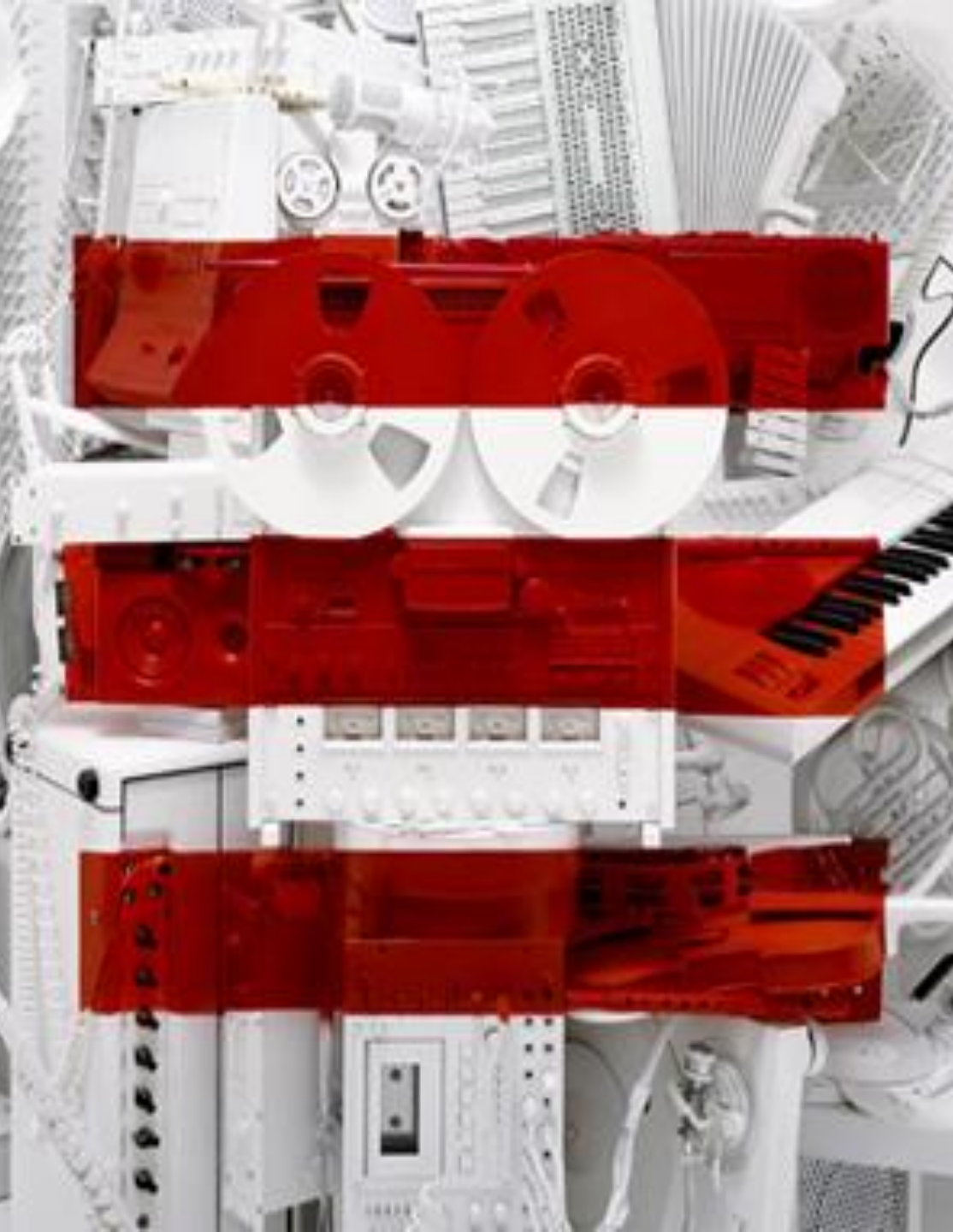
Dear Hamilton,
Got your letter. Lawyers,
Tyler and a few said don't write
as you want tell story or do
a story to help me. my view is a
silent voice is never heard and i
rest on truth. No matter what i
face or not. in End of life, what
we were doing



"If I don't get someone who listen, I die without my story told."

face, Hamilton, in court
if executed. i be only one in
state of New York executed who
was never charged with death
penalty case. 2 Federal courts
agreed with me. The High Court
said yes, but it was harmless
error. under ohio law one has to
be charged principle offender or
prior calculation and design. This
is on my indictment. in my

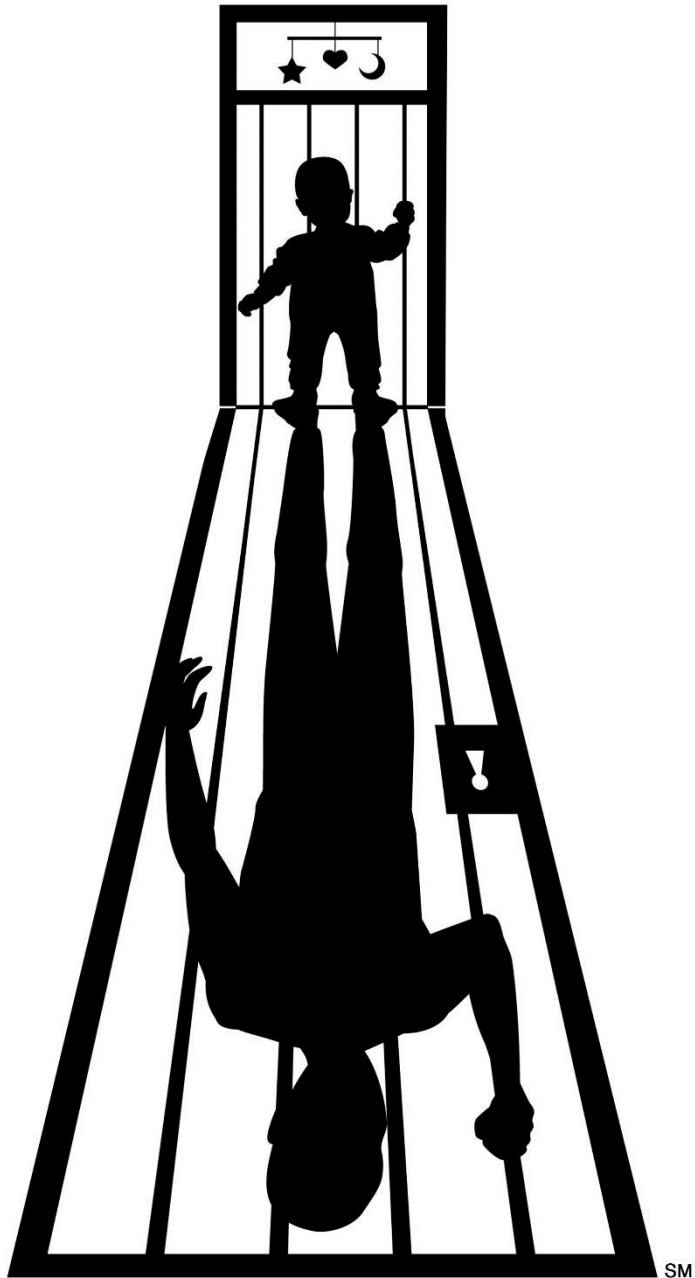
of my case, on a date as
date. I'm at end of my
have faith in courts. to
get some relief. ohio has
31 years of my life,
has its ups and downs
on what you want. I've
spent trying to find
light on my case. i don't
I by choice spend 90
cell. were my. To, But I
are. i don't mix with
S. Th



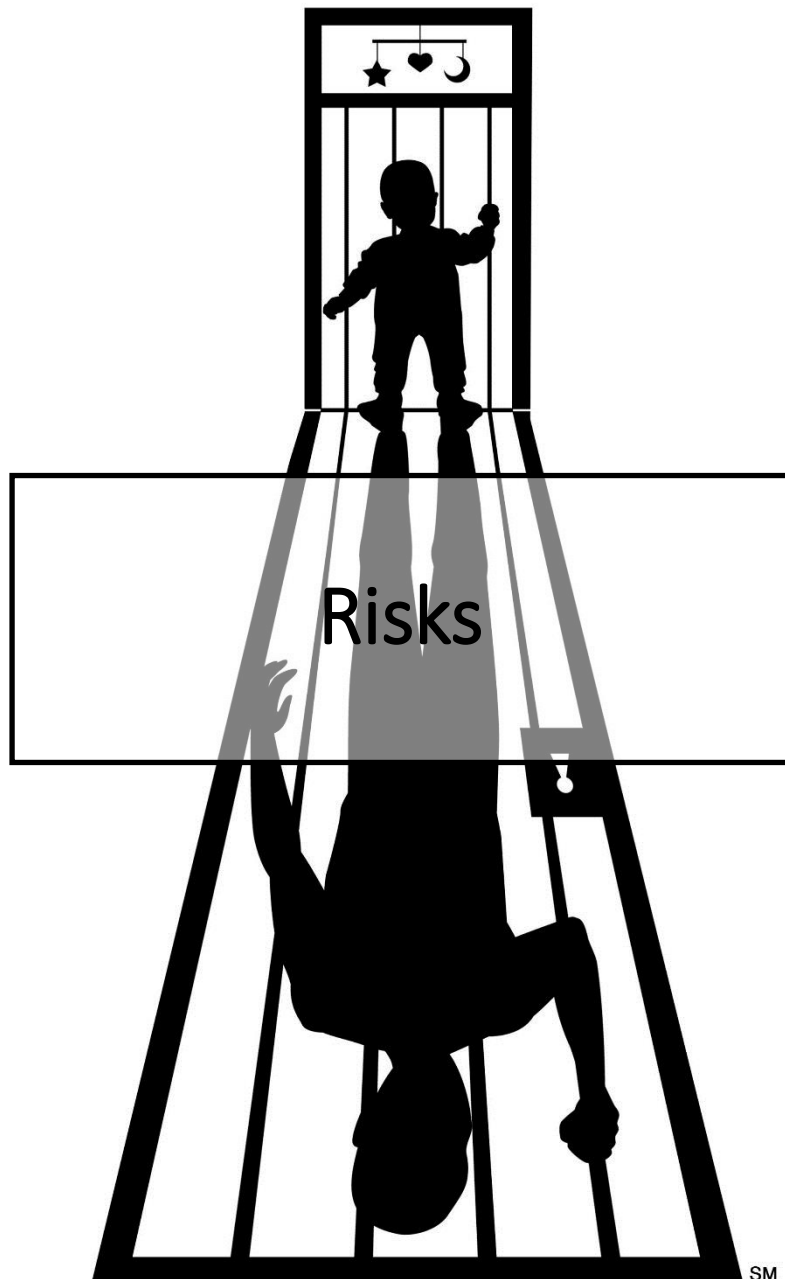
The Blue Print

The image features three overlapping circles of equal size, arranged horizontally. The leftmost circle is a vibrant pink, the middle circle is a deep purple, and the rightmost circle is a bright cyan. These circles overlap in the center, creating a complex pattern of intersecting colors. A solid, dark blue horizontal bar spans the width of the image, positioned centrally and overlapping the middle of the three circles. The text "The Problem" is written in a clean, white, sans-serif font, centered within the dark blue bar.

The Problem



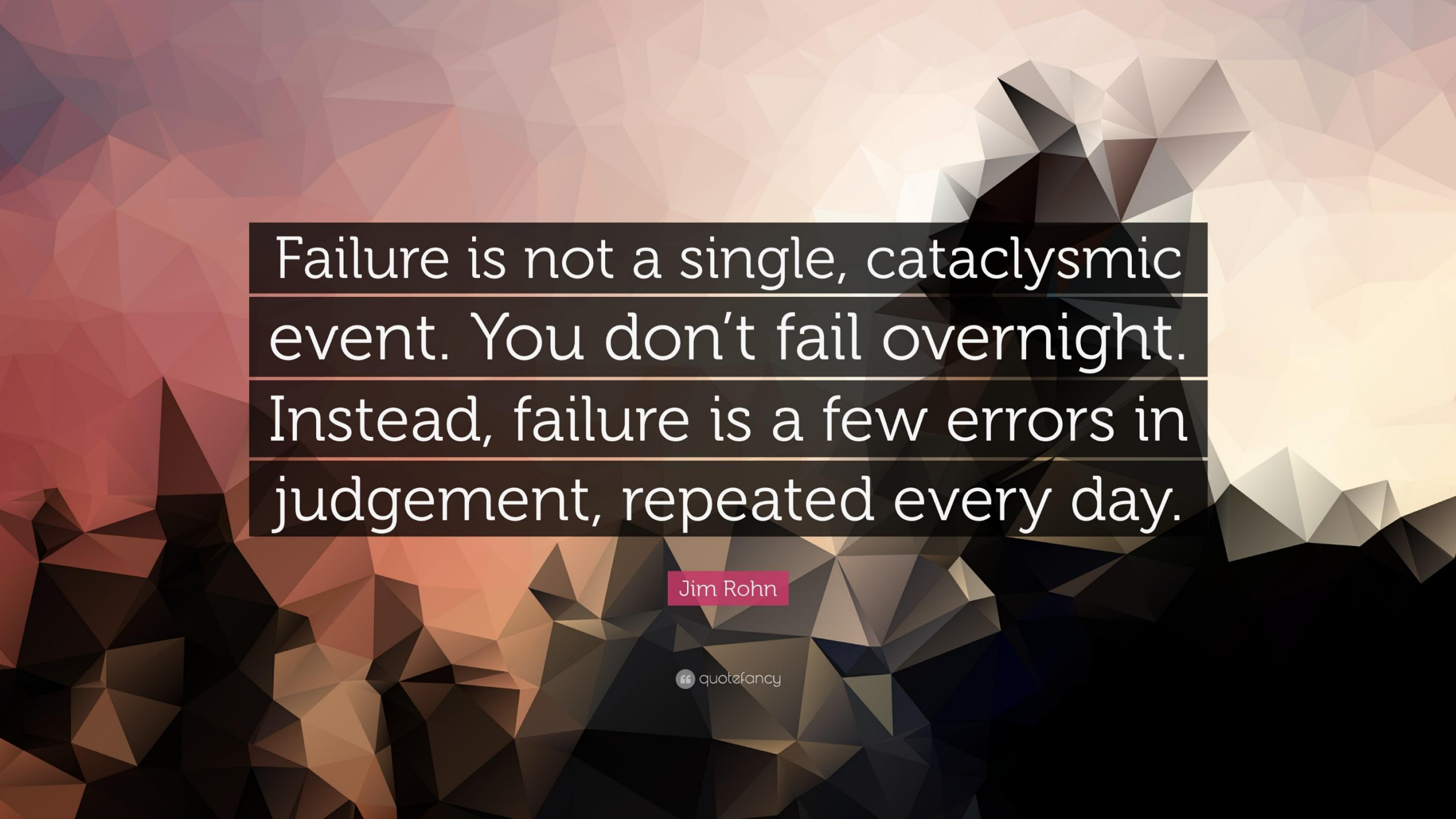
Cradle to Prison Pipeline



Lifetime Risk of a Child Born in 2001 (18yr) of Going to Prison

- Black boy: 1 in 3 chance
- Latino boy: 1 in 6
- White boy: 1 in 17

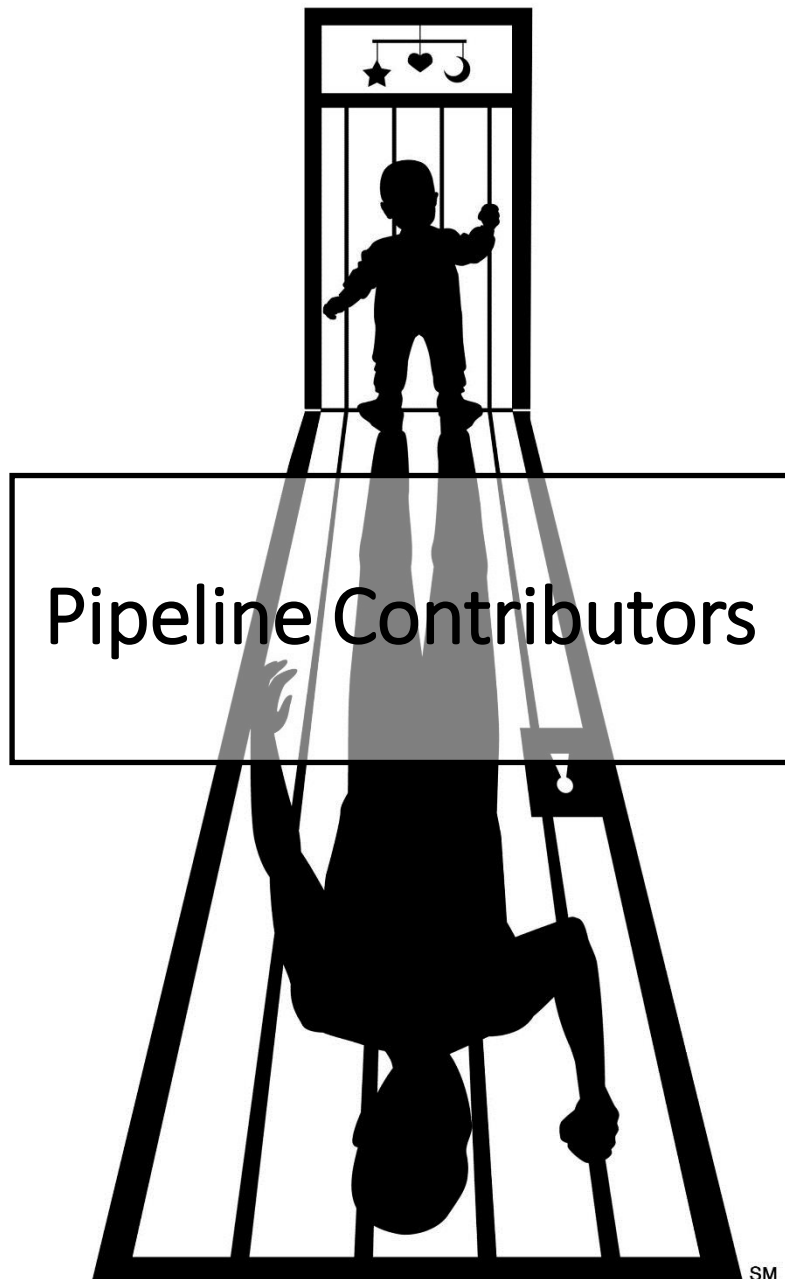
- Black girl: 1 in 17
- Latino girl: 1 in 45
- White girl: 1 in 111



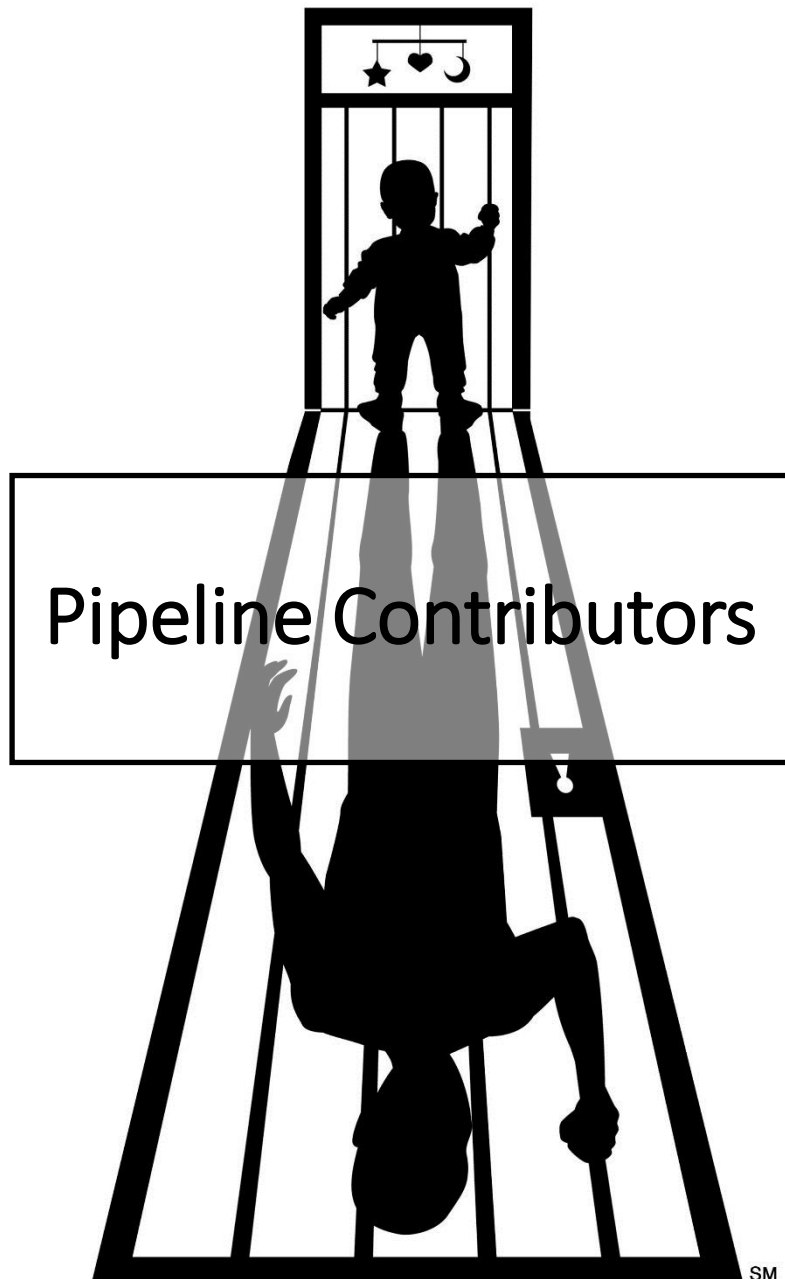
Failure is not a single, cataclysmic event. You don't fail overnight. Instead, failure is a few errors in judgement, repeated every day.

Jim Rohn

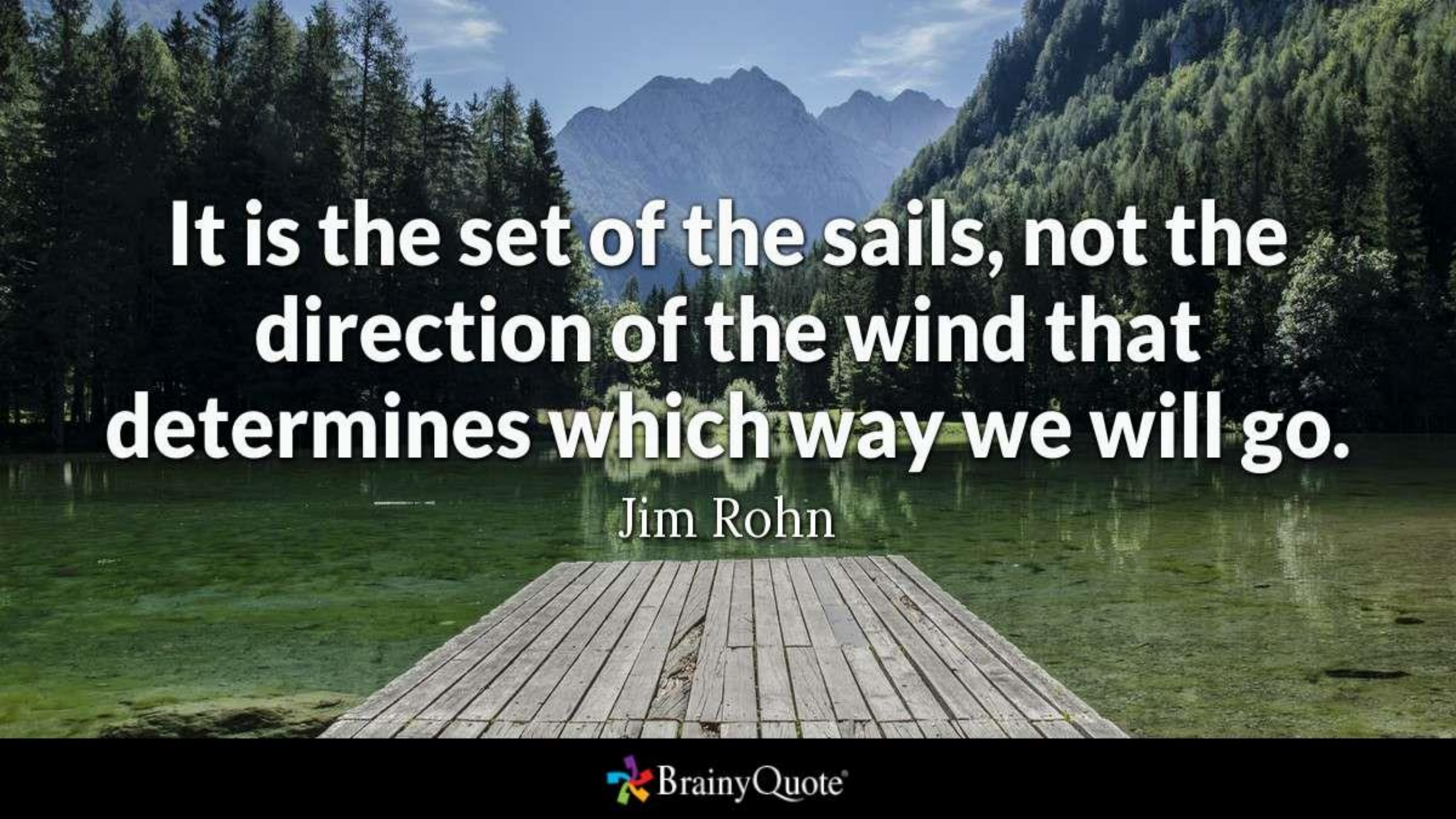
“ quote fancy



1. Pervasive Poverty
2. Inadequate Access to Health Coverage and Care
3. Premature/Low Birth Weight - Gaps in Early Childhood Development
4. Disparate Educational Opportunities



5. Intolerable Abuse and Neglect
6. Unmet Mental and Emotional Problems
7. Rampant Substance Abuse
8. Overburdened, Ineffective Juvenile Justice System



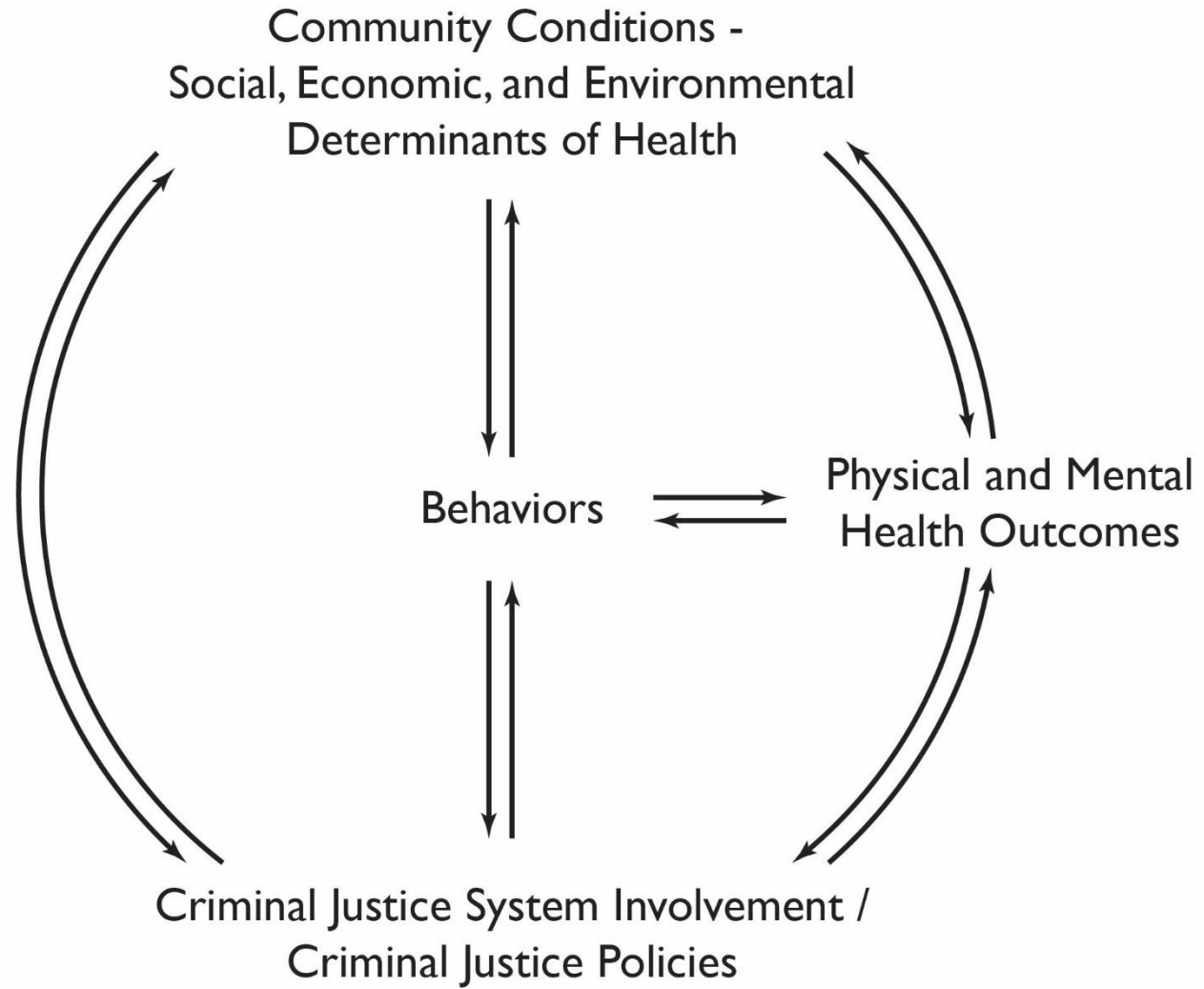
**It is the set of the sails, not the
direction of the wind that
determines which way we will go.**

Jim Rohn

The background features three large, overlapping circles. The leftmost circle is a vibrant pink, the middle circle is a deep purple, and the rightmost circle is a bright cyan. These circles overlap in the center, creating a complex pattern of intersecting colors. A solid, dark blue horizontal bar spans the width of the image, positioned centrally over the overlapping area of the circles.

Connection to Public Health

Criminal Justice and Public Health Framework





What's Happening in Your Neck of the Woods

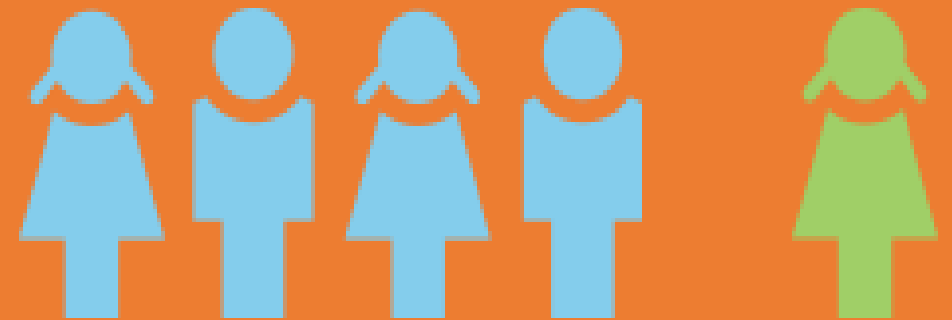


Poverty



Poverty

2.6 Million Children in Ohio
525,000 Children (21%) are
in Poverty



1 in 5

Ohio Child Poverty By Race

Race/Ethnicity	Under 18 (Percent)	Ohio's Rank	Under Age 6 (Percent)	Ohio's Rank
White	14.3	37	16.1	40
Black	44.6	40	53.7	43
Hispanic	33.2	38	35.5	40
AI/AN*	35.8	29	17.0	8
Asian	11.1	24	14.2	30
2 or More Races	30.4	46	32.7	45

Columbus – Children in Poverty (100% FPL)

Location	Data Type	2012	2013	2014	2015	2016
Columbus	Number	58,000	64,000	58,000	56,000	63,000
	Percent	32%	34%	31%	30%	32%

Columbus – Children in Poverty by Age

Location	Age group	Data Type	2012	2013	2014	2015	2016
Columbus	0 to 5	Number	26,000	23,000	22,000	24,000	27,000
		Percent	36%	32%	30%	33%	37%
	6 to 17	Number	32,000	41,000	36,000	32,000	36,000
		Percent	29%	35%	32%	28%	30%

child poverty increases
the risk of unemployment
and adult poverty



by age 4 poor children have heard
30 million fewer words than well-off
children

POVERTY HURTS



poor children are more
likely to be hungry and
less likely to have affordable
quality health coverage

poor children are
less likely to graduate
from high school



Children's Defense Fund



Health



Health

- Poor health of conception-age women
- Poor birth outcomes – Preterm birth / Low birth weight



Health

Statewide, gaps in healthcare access are driving disparities



Gaps in Early Learning



Gaps in Early Learning

- 2014-16 – 56% of young children (157,000) were not in school in Ohio
- 2015-16 just 41% of children 9-35 months received developmental screening
- 38% of Ohio children under age 6 had parents read to them at least 4 days a week



Inequitable Education Opportunities

Franklin County 2016-17 Education Facts

Education	Year	Franklin	Ohio
Children in publicly funded child care (%)	2016	11.2%	6.9%
4th grade math - proficient or higher (%)	2016-2017	65.6%	72.4%
4th grade reading - proficient or higher (%)	2016-2017	58.9%	62.8%
High school graduation rate (%)	2015-2016	68.0%	83.5%



Cradle to Prison Education Factors

- Zero tolerance policies
- Harsh exclusionary discipline
- Prison-like security procedures
- Overreliance on police officers to discipline students in school
- Increasing in school-based arrests and referrals to juvenile court

A photograph of an empty classroom with rows of white desks and blue chairs. The desks are arranged in a grid pattern, and the chairs are tucked under them. The room has a plain, light-colored wall in the background.

Zero Tolerance

A policy or practice that results in an automatic disciplinary consequence (like a suspension or expulsion) for an offense.



School Discipline

- Columbus City Schools issued 24,000 out of school suspensions in 2016-17.
- 18,288 or 76.6% were to Black Students
- 52.5% of out of school suspensions and 13.7% of expulsions were for “disobedient or disruptive” behavior.



Racial Disparity

Exclusionary school discipline disproportionately impacts certain groups of children.

- African American students in Ohio are 5 times more likely than white students to be suspended (for the same behavior).
- Students with disabilities are anywhere from 2 to 8 times more likely to be suspended (for the same behavior), depending on the disability category.
- Economically disadvantaged students are 2.5 times more likely to be suspended than students without economic disadvantage (for the same behavior).



Race vs. Racism

EDUCATION
NOT
INCARCERATION



KIRWAN INSTITUTE
for the Study of Race and Ethnicity



Arrests and Referrals to Juvenile Court

Who Gets Arrest in Ohio Schools?

All Ohio Schools

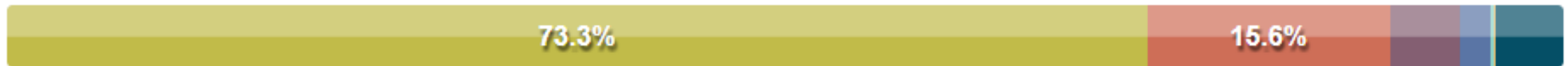
WHO GETS ARRESTED?



WHO GETS REFERRED TO LAW ENFORCEMENT?



WHAT DOES OVERALL ENROLLMENT LOOK LIKE?



WHITE BLACK HISPANIC ASIAN NATIVE AMERICAN HAWAIIAN TWO OR MORE

WHAT PERCENTAGE OF SCHOOLS HAVE SWORN POLICE OFFICERS?



YES NO



Drop Out

A history of prior suspensions from school is the number one predictor of whether children will drop out of school – more so than any other factor, including low socio-economic status, not living with both biological parents, high number of school changes, and having sex before age 15.

Suhyun Suh, Jingyo Suh, & Irene Houston, *Predictors of Categorical At-Risk High School Dropouts*, 85 JOURNAL OF COUNSELING AND DEVELOPMENT 196, 196-203 (Spring 2007).



Drop Out

Approximately 80 percent of the adult prison population in Ohio did not graduate from high school.



Trauma

- **1 in 7 Ohio children (15%) under 18 report 3-8 ACEs**
- **13% report 2 ACEs**
- **22% report 1 ACE**
- **51% report none**



Juvenile Justice and ACEs

- Childhood abuse or neglect raises the chance of juvenile arrest by 59%
- 77-90% of incarcerated juvenile women have extensive histories of emotional, physical and sexual abuse.
- Approximately 90% of juvenile detainees reported having experienced at least one traumatic event and 75% reported having been exposed to severe victimization.
- Compared to youth in the general population, juvenile-justice involved youth have roughly three times more ACEs.



Juvenile Justice and ACEs

- 29% of incarcerated juvenile females compared to 3% of their incarcerated male counterparts reported being raped or molested in a 2002 study
- 48% of incarcerated males compared to 17% of incarcerated females reported witnessing some type of violent act



ACEs: A 2- Generation Strategy

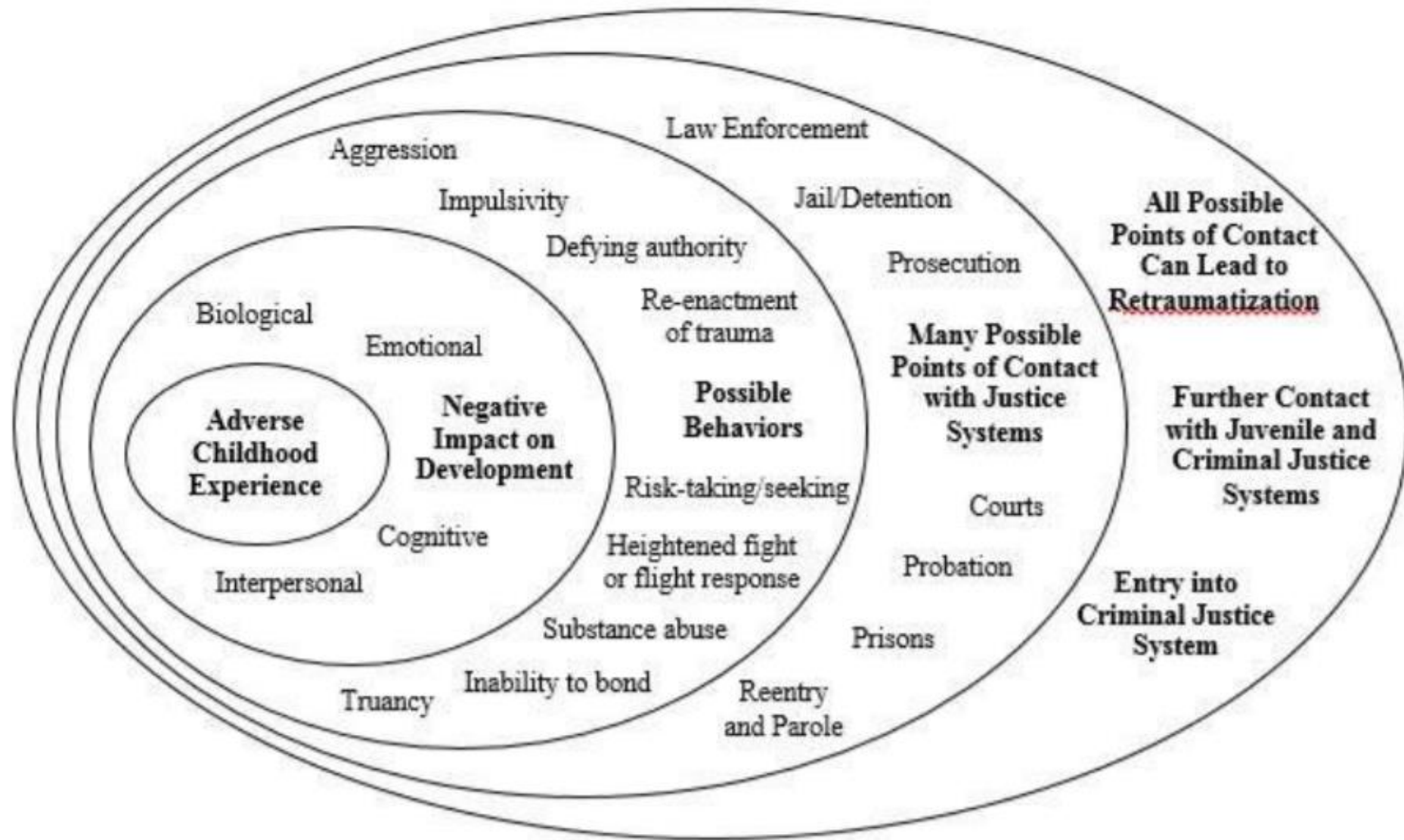
- **1 in 28 children have parents in prison—up from 1 in 125 in 1985**
- **10% of incarcerated mothers have a child in a foster home or other state care**
- **Children with incarcerated fathers:**
 - **Likely risky behavior**
 - **6x as likely to be suspended or expelled**



Health Implications

- Rates of PTSD tend to vary between 3 and 50% among incarcerated youth with a 30% prevalence rate on average.

The Ripple Effect of ACEs Across the Juvenile and Criminal Justice Systems



Sources: Julian D. Ford, John F. Chapman, Josephine Hawke & David Albert, *Trauma Among Youth in the Juvenile Justice System: Critical Issues and New Directions*, National Center for Mental Health and Juvenile Justice: Research and Program Brief (June 2007); *The Trajectory of a Traumatized Youth*, Robert F. Kennedy Children's Action Corps (2016).



Place Matters

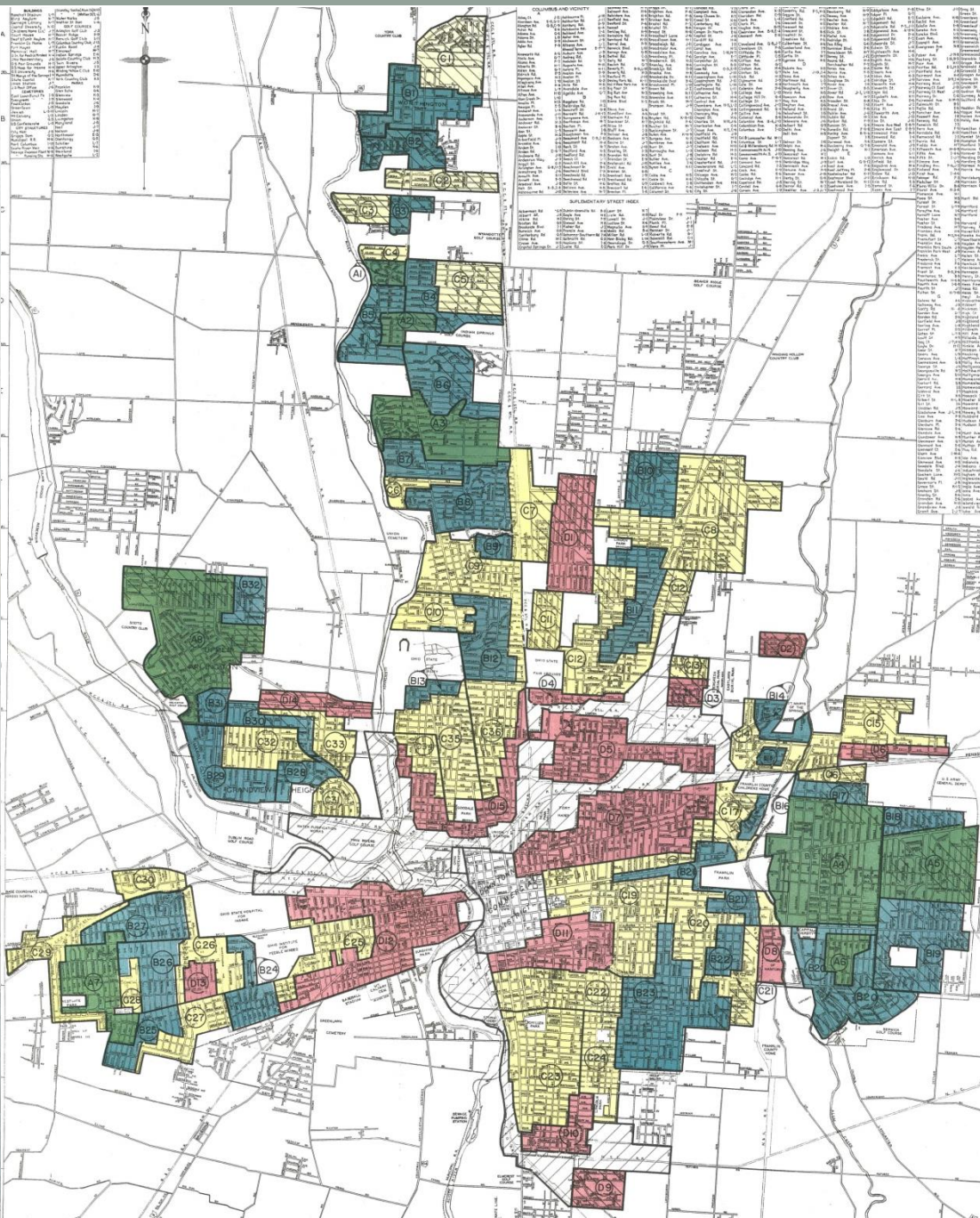
Redlining

- The FHA explicitly practiced a policy of “redlining” when determining which neighborhoods to approve mortgages in. Redlining is the practice of denying or limiting financial services to certain neighborhoods based on racial or ethnic composition without regard to the residents’ qualifications or creditworthiness. The term “redlining” refers to the practice of using a red line on a map to delineate the area where financial institutions would not invest.

- The Fair Housing Center of Greater Boston








This American Life, Nov 22, 2013
- [“House Rules”](#) (listen to 20:17-25:00)





RESIDENTIAL SECURITY MAP

— L E G E N D —

-  A - FIRST GRADE
-  B - SECOND GRADE
-  C - THIRD GRADE
-  D - FOURTH GRADE
-  SPARSELY SETTLED (Color Indicates Grade)
-  INDUSTRIAL
-  UNDEVELOPED or FARM LAND
(NO PROBABLE CHANGE WITHIN 5 YEARS)

PREPARED BY
DIVISION OF RESEARCH & STATISTICS
WITH THE CO-OPERATION OF THE APPRAISAL DEPARTMENT
HOME OWNERS' LOAN CORPORATION FEB. 19, 1936

MAP OF COLUMBUS OHIO AND VICINITY 1936



SCALE
0 1500 FT. 3000 FT. 4500 FT.
ONE MILE

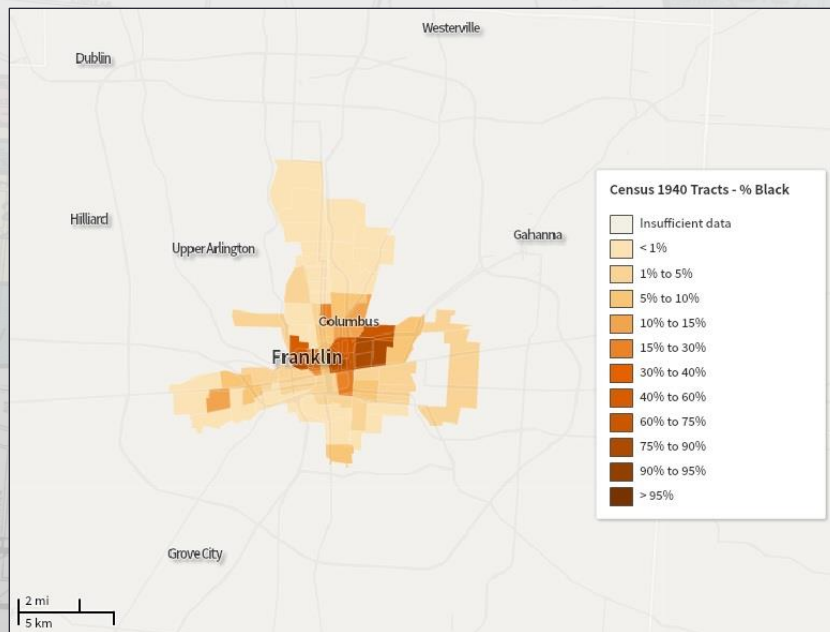
B. GESSAMAN
MAYOR

PAUL W. MAETZEL
CITY ENGINEER

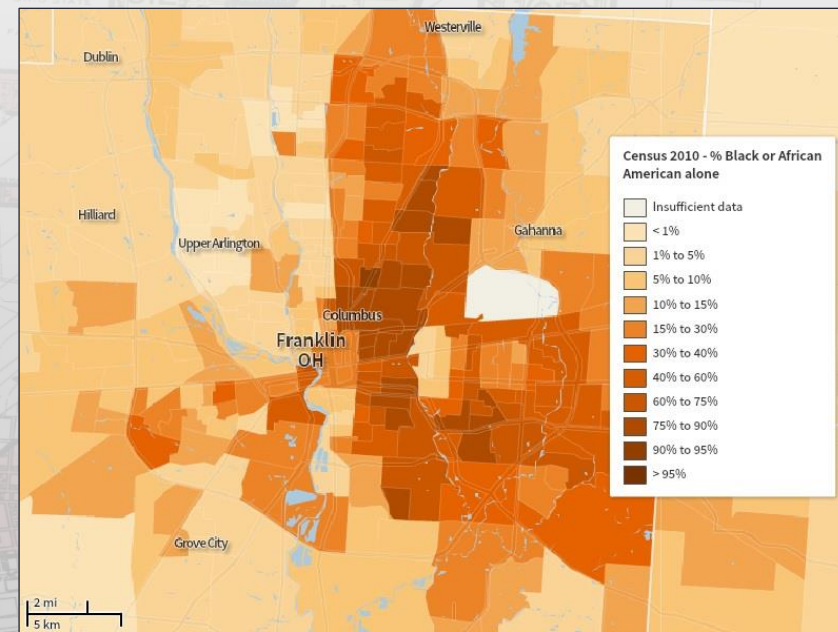
LLEWELYN LEWIS
DIRECTOR OF PUBLIC SERVICE

African American Distribution

- Census Tract 1940



- Census Tract 2010



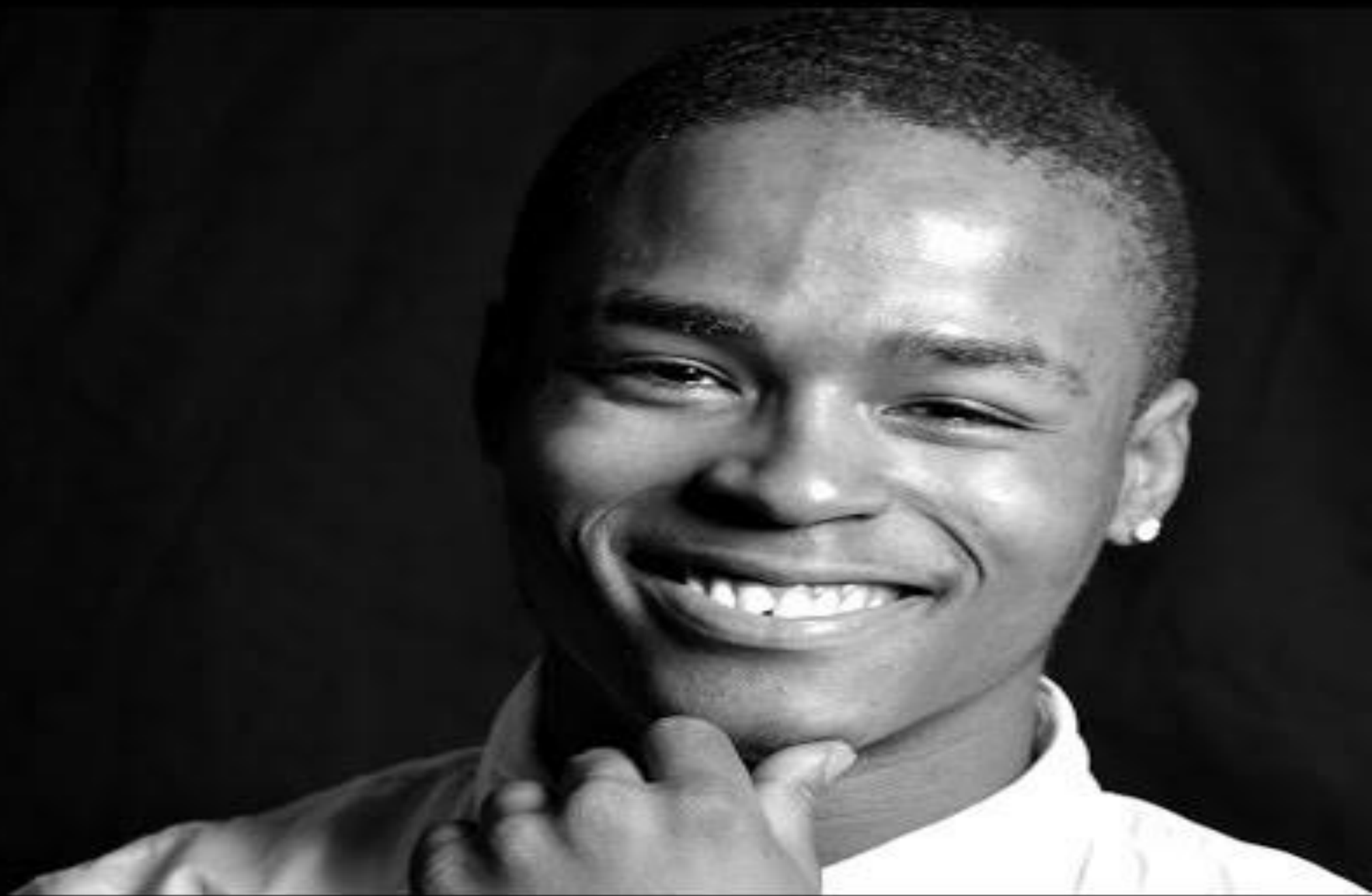
Resource: Social Explorer, <http://www.socialexplorer.com/89AACD3A4F1E4E1/explore>

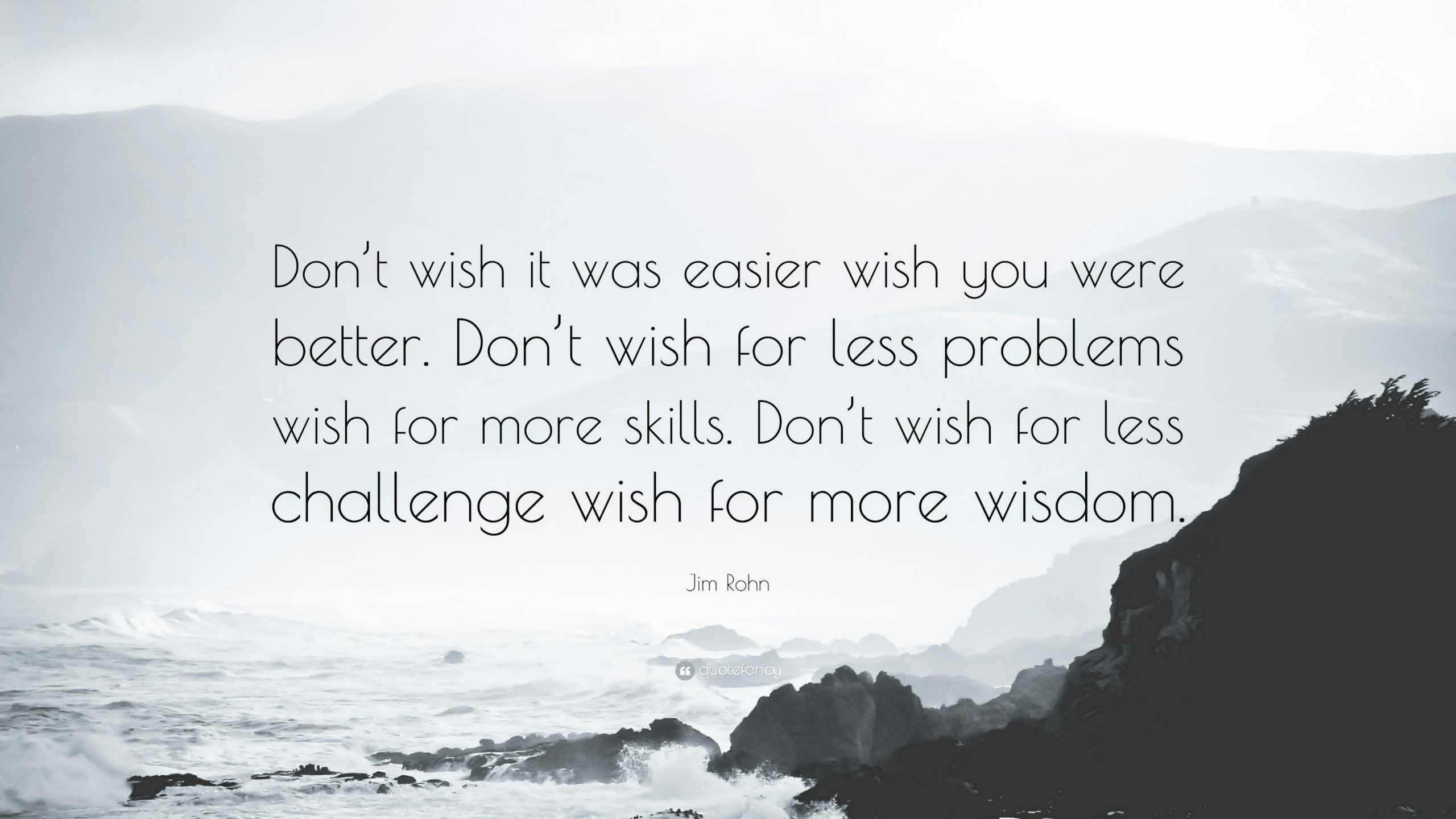
“History doesn’t repeat itself, but it does rhyme”

-- Mark Twain

The background features three large, overlapping circles. The leftmost circle is a vibrant pink, the middle circle is a deep purple, and the rightmost circle is a bright cyan. These circles overlap in the center, creating a complex pattern of intersecting colors. A solid dark blue horizontal banner spans the width of the image, positioned centrally over the overlapping area of the circles.

Disrupting the Cradle to Prison Pipeline





Don't wish it was easier wish you were better. Don't wish for less problems wish for more skills. Don't wish for less challenge wish for more wisdom.

Jim Rohn

quote fancy



Discussion – Part 1: Your Head and Your Heart



Hope

The Cradle to Prison Pipeline is
a Public Health Issue

The background features three large, overlapping circles. The leftmost circle is a vibrant pink, the middle circle is a deep purple, and the rightmost circle is a bright cyan. These circles overlap in the center, creating a complex pattern of intersecting colors. A solid dark blue horizontal banner spans the width of the image, positioned centrally over the overlapping area of the circles.

Direct Service Solutions (Health)



Home Visiting



School Based Mental & Behavioral Health



Train Teachers to Identify Mental Health Needs



Trauma Informed Schools

The image features three overlapping circles in the background. The leftmost circle is pink, the middle one is purple, and the rightmost one is light blue. A dark blue horizontal banner spans the width of the image, positioned in the center. The text "Advocacy Opportunities" is written in white, sans-serif font on this banner.

Advocacy Opportunities



It's About Priority

- • Mentoring \$1,000.
- • Employment training for unemployed youths \$2,492.
- • High quality after-school program \$2,700.
- • Affordable housing \$6,830.
- • Head Start \$7,028.
- • Early childhood education program \$13,000.
- • The average annual per prisoner cost \$22,650.

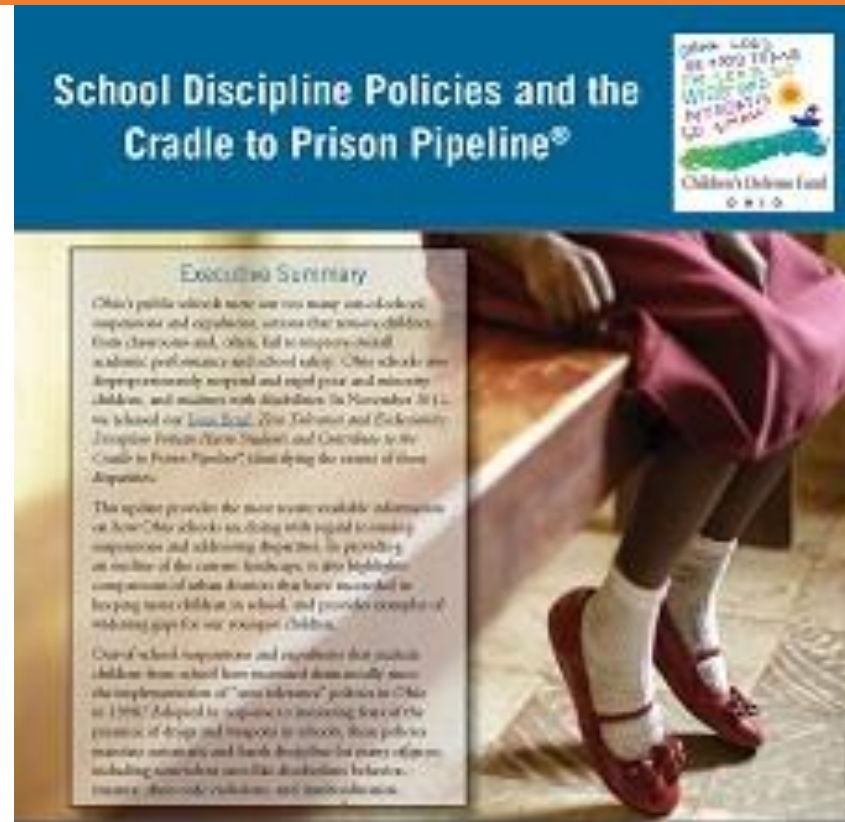
The background features three large, overlapping circles. The leftmost circle is a vibrant pink, the middle circle is a deep purple, and the rightmost circle is a bright cyan. These circles overlap in the center, creating a complex pattern of intersecting colors. A solid, dark blue horizontal banner spans the width of the image, positioned centrally over the overlapping area of the circles.

Policy Opportunities



Changes at the Statehouse

Check Out Our Recommendations



Executive Summary

Ohio's public schools have seen too many out-of-school suspensions and expulsions, actions that remove children from classrooms and, often, fail to improve overall academic performance and school safety. Ohio schools are disproportionately suspend and expel poor and minority children, and students with disabilities. In November 2011, we released our *Issue Brief: Zero Tolerance and Exclusionary Discipline Policies Harm Students and Contribute to the Cradle to Prison Pipeline®*, citing the extent of these disparities.

This update provides the most recent available information on how Ohio schools are doing with regard to ending suspensions and addressing disparities, by providing an outline of the current landscape, a list of key findings, comparisons of action domains that have succeeded in keeping more children in school, and provides examples of promising gaps for our youngest children.

Out-of-school suspensions and expulsions that exclude children from school have increased dramatically since the implementation of "zero tolerance" policies in Ohio in 1990. Adopted in response to increasing fear of the presence of drugs and weapons in schools, these policies mandate automatic and harsh discipline for many offenses, including substance use and disruptive behavior, truancy, defiance, violations, and tardiness.

NUMBERS TO KNOW	6.4	Factor by which Black students are more likely to be suspended* than White students.
	9	Factor by which students with emotional disabilities are more likely to be suspended than students without disabilities.
	6	Factor by which economically disadvantaged students are more likely to be suspended than financially stable students.

Source: Ohio Department of Education, Report Card Data (2010-2011)
 *When excluding students with disabilities from suspension and expulsion data

May 2012

ISSUE BRIEF



November 2012

Zero Tolerance and Exclusionary School Discipline Policies Harm Students and Contribute to the Cradle to Prison Pipeline®

The Problem: Pushing Students Out of School

Out-of-school suspensions and expulsions—discipline practices that exclude children from school—have increased dramatically in the United States since the 1970s. This increase is largely due to schools' overreliance on "zero tolerance" policies. The Dignity in Schools Campaign describes zero tolerance as "a school discipline policy or practice that results in an automatic disciplinary consequence such as in-school or out-of-school suspension, expulsion, or involuntary school transfer for any student who commits one or more listed offenses. A school discipline policy may be a zero tolerance policy even if administrators have some discretion to modify the consequence on a case-by-case basis."¹

Zero tolerance policies impose automatic and harsh discipline for a wide range of student infractions, including non-violent disruptive behavior, truancy, dress code violations, and insubordination. Even when school policies don't impose automatic suspensions for behavior, the culture of overzealous exclusion from school that is fostered by the zero tolerance mindset has created a situation in which children are being removed from school for increasingly minor behavior issues. An October 2011 report from the National Education Policy Center found that only 5% of suspensions nationally were for weapons or drugs, while the other 95% were for "disruptive behavior" or "other."² Ohio data on school discipline mirrors this national trend. According to the Ohio Department of Education, only 6% of out-of-school suspensions during the 2010-11



school year involved weapons or drugs, while 64% of suspensions were for "disobedient or disruptive behavior," truancy, or "intimidation."³ These policies are a problem for all children, regardless of background or home-life. But for vulnerable children who do not have a stable, nurturing home environment, being removed from the safe haven of school exacerbates rather than counteracts the trauma occurring at home.

Children's Defense Fund - Ohio • www.cdf-ohio.org



Join in with Us!

ADVOCACY DAY

May 23, 2018

Children's Defense Fund

O H I O



Don't let your learning lead
to knowledge. Let your
learning lead to action.


Jim Rohn



Discussion – Part 2: Your Feet

References

- U.S. Department of Justice, Bureau of Justice Statistics, “Prevalence of Imprisonment in the U.S. Population, 1974-2001” (August 2003). Calculations by Children’s Defense Fund.
- KidsCount Data Center, Ohio, <https://datacenter.kidscount.org/data#OH/2/0/char/0>
- Child Trends analysis of data from the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau, National Survey of Children’s Health (NSCH), <http://childhealthdata.org/learn/NSCH>.
- Ohio Department of Education, Ohio School Report Cards, <http://bireports.education.ohio.gov/PublicDW/asp/Main.aspx?evt=3002&Server=edumstrisp02&Project=ReportCard&>
- Ohio Discipline Data, An Analysis of Ability and Race, Kelly Capatosto, Kirwan Institute for the Study of Race and Ethnicity, <http://kirwaninstitute.osu.edu/wp-content/uploads/2016/04/Ohio-Discipline-Data-An-Analysis-of-Ability-and-Race.pdf>
- Which Students Are Arrested the Most?, Education Week, <https://www.edweek.org/ew/projects/2017/policing-america-schools/student-arrests.html#/overview>
- Suhyun Suh, Jingyo Suh, & Irene Houston, Predictors of Categorical At-Risk High School Dropouts, 85 Journal of Counseling and Development 196, 196-203 (Spring 2007).
- Justice Brief: Juvenile and Criminal Justice Systems, The Illinois ACEs Response Collaborative, <http://www.hmprg.org/assets/root/ACEs/Justice%20Policy%20Brief.pdf>



Thank you!
Q & A

Children's Defense Fund

O H I O

Ashon McKenzie – Policy Director

614.221.2244

Amckenzie@childrensdefense.org